

Graduate School of Public Health
Educational Policies and Curriculum Committee
Agenda for March 30, 2017 (April monthly meeting)

1:30-3:30pm
Parran Hall

A. New Business:

1. New course: BCHS 2991 *Multilevel Analysis in Public Health*, Stina Mair and Robert Coulter [1:30pm]
2. New course: BCHS 2612 *Project Management in Public Health*, Angela Lucente-Prokop [1:45pm]
2. Updates from the Associate Dean for Education, Robin Leaf for Eleanor Feingold/ Jessie Burke
3. Approval of March Meeting Minutes, All
4. Summer Meeting Schedule (see specifics below)

Next meeting: May 4, 1:30-3:30pm, room 4128 Parran Hall

Summer Meeting Schedule

June 1, 1:30-3:30pm, room A521Crabtree Hall

June 29, 1:30-3:30pm, room A521 Crabtree Hall

August 3, 1:30-3:30pm, room A521 Crabtree Hall

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 9/22/2015)

REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. **General Instructions:**

- a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) **by e-mail** to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.
- b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.
- c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. **Review based on the following (check all which apply):**

- | | |
|---|---|
| <input checked="" type="checkbox"/> New course, not previously approved | <input type="checkbox"/> Course modification (major) |
| <input type="checkbox"/> Course title change | <input type="checkbox"/> Special topics course content |
| <input type="checkbox"/> Cross-listing only | <input type="checkbox"/> Pitt Public Health Core Course |
| (Specify academic unit & course number): _____ | <input type="checkbox"/> Practicum, internship, field placement |

3. **Course designation:**

Course Number BCHS 2991 Title: Multilevel Analysis in Public Health Credits 1

4. **Cross-listing:**

If you want to cross-list this course in any other Pitt Public Health department or any other school of the University, specify which department(s) and School(s) and provide brief justification.

N/A

5. **Course Instructors:**

(Indicate type of Pitt Public Health faculty appointment, * and percentage of total course time/effort anticipated. For any instructor who does not hold a Pitt Public Health faculty appointment, indicate her/his title and affiliation.)

- a. Principal instructor: Christina Mair, Assistant Professor, Primary Faculty in BCHS, 100%

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.

b. Co-instructors (if any): Robert Coulter, Post-Doctoral Associate, University of Pittsburgh CTSI, 100%

6. **Statement of the course for *Course Inventory*.** Include purpose of course; summary of prerequisites, if any; general course content; and method of conducting course (e.g., lecture, laboratory, field work, etc.).

Multilevel analysis is an essential statistical tool in public health that can simultaneously investigate the effects of factors at multiple social ecological levels on individual-level outcomes. In this course, students will learn to identify scientific problems that necessitate the use of multilevel statistical modeling techniques and understand the essential theoretical underpinnings of multilevel analysis. Students will conduct multilevel statistical modeling procedures using Stata and interpret the statistical and practical meaning of fixed and random effect coefficients from the output of these models. Special emphasis will be placed on the strengths and limitations of multilevel analysis in investigating social and group-level determinants of health.

7. **Student enrollment criteria/restrictions:**

- a. Indicate any maximum or minimum number of students and provide justification for this limitation.
•20 students; this is the maximum number of students allowed in the Solstice classrooms in David Lawrence Hall
- b. If admission is by permission of instructor, state criteria to be applied.
N/A
- c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.

Strongly recommended: Knowledge of linear and logistic regression.

8. **Course schedule and allocation of hours:**

- a. Number of course hours per session 2.5 hrs Sessions per week 1 Weeks per academic term 5
- b. Approximate allocation of class time (hours or %) among instructional activities:
Lectures 0.5 hrs Seminars 0.5 hrs Recitations _____ Field work _____ Laboratory 1.5
Other (specify): Students will be watching video lectures prior to attending class.
- c. Term(s) course will be offered: Fall X Spring _____ Summer Term _____ Summer Session _____

9. **Grading of student performance:**

Indicate the grading system to be used (A, B, C, etc.; H, S, U); provide statement justifying use of system other than letter grade.

90-100% A
80-89% B
70-79% C
60-69% D
< 60% F

10. **On-line course delivery:**

Indicate the extent to which you will be using on-line instructional methods in teaching this course by checking all of the options below which apply:

X I plan to use the course management aspects of CourseWeb/ Blackboard (or equivalent), e.g., grade book, announcements.

 I plan to use the interactive features of CourseWeb/Blackboard (or equivalent), e.g., discussion board, etc.

 I have designed the course for remote (off-site) learning with little/no classroom attendance required.

 I do not plan to use on-line instruction methods for this course (briefly explain)

11. **Relevance of course to academic programs and curricula:**

- a. Describe how this course contributes to learning objectives specified for the curriculum of one or more Pitt Public Health degree or certificate programs. Indicate whether course is required for any specified degree or certificate.
- This course contributes to many of the core competencies for an MPH program as set forth by the ASPPH. Here are some of the competencies that our course addresses:
 - Describe the role of social and community factors in both the onset and solution of public health problems.
 - Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
 - Describe the roles biostatistics serves in the discipline of public health.
 - Apply common statistical methods for inference.
 - Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- This course is not required for any specified degree or certificate. We expect students from multiple departments to enroll.
- b. Describe how this course addresses public health issues involving diversity (gender, race, ethnicity, culture, disability, or family status).
 - Multilevel analysis is a statistical technique that allows students and researchers to assess the relationships between contexts and health after accounting for individual-level predictors, enabling us to understand these multiple levels of influence. Especially critical is the role that contexts have in creating and sustaining health disparities by race, ethnicity, sexual orientation, gender, and socio-economic status. For these reasons, multilevel analysis is an essential analytic tool for students to understand the effects of factors defined at multiple levels on individual-level outcomes and how these affect critical health disparities.

12. **Signature and date of principal faculty member (include department/program) making request:**

Name/Title: Christina Mair, BCHS Date: 3/22/17

13. **Signature and date of endorsement of department chairperson:**

Name/Title: Ken M. Allert, Chair, BCHS Date: 3/22/17

14. (For cross-listing only)

Signature and date of endorsement of department chairperson:

Name/Title: _____ Date: _____

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(11/19/2013)

SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES

Addendum to REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES FORM

Objective to assist faculty to ensure syllabus contains the required and necessary elements to provide students with clear expectations of the course.

NOTE: * indicates a required element of the syllabus. If N/A is checked or this element is not included complete the information detailed on page two for all instances.

Syllabus Area	Recommended Detail * Required	Included in Your Syllabus?					
<i>Heading</i>	Course Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Title*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Meeting Time/Day of Week*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Classroom Location*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Faculty Information</i>	Office Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Office Hours*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Phone Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Email Address*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Philosophy	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Assistant Contact	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<i>Student Expectations in Classroom</i>	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recording of Lectures	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Course Summary</i>	Course Description*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Learning Objectives*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Materials</i>	Required Textbooks/ Articles/Readings	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Software	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Equipment (including use of CourseWeb/Blackboard)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recommended Material	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Availability of Software for Purchase and/or Use	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>

Evaluation	Grading Scale*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Grading Criteria/Rubric	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Late Assignment Policy	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Accommodation of Students with Disabilities	Pitt Public Health Statement*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Academic Integrity Policy	Pitt Public Health Statement*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Schedule	Topics by Session*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Reading and Written Assignments by Session*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Learning Objectives by Session	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Test Dates	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
Additional Resources	Health Sciences Library Liaison Contact Information	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Writing Center Contact (if course is writing intensive)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>

Required Information Not Included

List the Required Detail Not Included

Reason for Not Including

Course Meeting Time/Day of Week	We cannot book a room for this course until we have approval for the course. However, we have a placeholder for this item in the syllabus.
Classroom Location	We cannot book a room for this course until we have approval for the course. However, we have a placeholder for this item in the syllabus.
Required Textbooks/ Articles/Readings	We have a placeholder for this in the syllabus. We will be working with the an educational consultant at the University of Pittsburgh's Center for Teaching and Learning to match readings with video lectures.
Recommended Material	We have a placeholder for this in the syllabus, to be added later.
Reading and Written Assignments by Session	We have a placeholder for this in the syllabus, to be added later.
Learning Objectives by Session	We have a placeholder for this in the syllabus, to be added later.

Graduate School of Public Health
Department of Behavioral and Community Health Sciences
BCHS 2991: Multilevel Analysis in Public Health
Fall Term 2017
XXXdays 2.5 hours (XXX Lawrence Hall)
August XX-September XX (5 weeks)
1 Credit Hour

Instructors:

Christina Mair

Office: 6136 Parran Hall

cmair@pitt.edu

(412) 624-3613

Robert Coulter

robert.ws.coulter@pitt.edu

Office Hours: By appointment.

Course Description

Multilevel analysis is an essential statistical tool in public health that can simultaneously investigate the effects of factors at multiple social ecological levels on individual-level outcomes. In this course, students will learn to identify scientific problems that necessitate the use of multilevel statistical modeling techniques and understand the essential theoretical underpinnings of multilevel analysis. Students will conduct multilevel statistical modeling procedures using Stata and interpret the statistical and practical meaning of fixed and random effect coefficients from the output of these models. Special emphasis will be placed on the strengths and limitations of multilevel analysis in investigating social and group-level determinants of health.

Learning Objectives

At the end of this course, each student will be able to:

1. Explain the theoretical and scientific rationale for using multilevel analysis methods;
2. Conduct multilevel statistical analyses in Stata and interpret results;
3. Critique published literature that uses multilevel analysis.

Class Location

XXXdays 2.5 hours (XXX Lawrence Hall)

Required Hardware

Class will be held in a “New Concept” classroom in Lawrence Hall, which is not equipped with computers. Since each class session includes a lab component, you are required to bring your laptop to each class. If you do not have access to a laptop (both Mac and PC systems work), please let me know so that we can locate a laptop for you to use during the semester.

Required Software

We will use Stata v14, which you should **download before the first class**. Stata can be downloaded at no cost from the Software Download Service at My Pitt:

<http://www.technology.pitt.edu/software/stata-for-students>

Required Texts

All readings and information on labs and other classroom activities will be posted on CourseWeb (Blackboard). Check back often as information will be updated throughout the semester.

Recommended Readings

To be added.

Class Expectations

This course is a hands-on mixture of labs and class exercises. You will be assigned several readings and short video lectures that are required for success in each class. Preparation for, and attendance in, every class is essential for success in the class. Some expectations we have for students include:

- **Regular attendance.** You are expected to attend every class *on time* unless discussed in advance.
- **Completion of required readings and lecture videos.** Come to class prepared having completed the readings and viewed the lectures and be ready to apply those skills to the next week’s lab and class exercises.
- **Completion of assignments.** Labs are due by 5PM Friday the same week as assigned in class. All assignments are to be uploaded to CourseWeb. If you need to request an extension, you must email both of us at least 24 hours before the assignment is due.
- **Class participation.** Your input is critical to understanding the readings in context and determining which skills are being learned and which are proving to be difficult. We depend on your input to underscore the readings, video lectures, discussion, and labs. Please come prepared to class with a list of questions you have about the lectures and readings.
- **Cell phones.** Interruptions by cell phones during class affect the teaching and learning environment. Please be respectful of your classmates and turn your cell phone to off or

vibrate before class begins. If you must answer your cell phone, please leave the computer lab/classroom before doing so.

- **Checking e-mail, surfing the internet, etc.** Although you will have your laptops in front of you throughout each and every class, it is not okay to check e-mail, surf the internet, or work on other classroom assignments during class time. It is expected that when the instructors or your classmates are speaking that you will not be using the computer at all. Your laptops are to be used to complete lab assignments.

Course Assignments

Labs

Statistical analysis can only be learned by doing. For that reason, it is essential that students have significant practice for each of the concepts introduced and taught. During the lab portion of each class, students will complete one or more self-guided lab assignments, which focus on specific aspects of multilevel data analysis. The assignments are accompanied by detailed instructions. You are expected to turn in each lab (via CourseWeb) by the date listed on the syllabus.

Final Project: Article Critique

Students will review one article published in a peer-reviewed journal that used multilevel analysis. They will use the reviewer guidelines provided on CourseWeb to critique the article. Prior to coming to class at Week 3, students will submit their selected article via CourseWeb; the instructors will approve the article to make sure it is appropriate. The article critique will be submitted upon arrival to the final day of class (Week 5).

Student Performance Evaluation

Grades will be based on points accumulated for class attendance and participation, lab exercises, and the final project. Total points earned will be based on the following:

<u>Component</u>	<u>Percent</u>
Class participation	25%
Labs	50%
Final Project: Article critique	25%
Total	100%

Points acquired will be cumulative and will translate into a letter grade. Please Note: All requirements must be met by the last day of the class. After that date no student will be eligible for a grade higher than a B.

Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	F

Please note: The instructor reserves the right to assign + and – grades.

Accommodation for Students with Disabilities

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term.

Pitt Public Health Academic Integrity Statement

All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The Graduate School of Public Health's policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (www.publichealth.pitt.edu/home/academics/academic-requirements). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from the school.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student's graduation. If the case is referred to the Pitt Public Health Academic Integrity Hearing Board, a record will remain in the student's permanent file.

Diversity Statement

The University of Pittsburgh Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others.

Copyright Notice

Course material may be protected by copyright. United States copyright law, 14 USC section 101, et sec., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Syllabus

Week	Date	Topics	Readings and Video Lectures	Due
Week 1	<ul style="list-style-type: none"> TBD 	Introduction to Multilevel Models: Concepts & Data Structures <ul style="list-style-type: none"> Explain the basic theory behind multi-level models Discuss potential issues that arise when defining and measuring a group level variable Lab 1: Begin exploration of the dataset to be used for the in class exercises 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Lab 1: Friday 5PM
Week 2	<ul style="list-style-type: none"> TBD 	Mixed Models: Random Intercept Models <ul style="list-style-type: none"> Describe the distinction between Ordinary Least Squares (OLS) and a basic General Linear Mixed Model Explain the equations of General Linear Mixed Models Explain mixed models for binary outcomes Present the Intraclass correlation coefficient (ICC) and the median odds ratio (MOR) Introduce Stata commands Lab 2: Random intercept models with level-1 and level-2 predictors 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Lab 2: Friday 5PM
Week 3	<ul style="list-style-type: none"> TBD 	Mixed Models: Random Slope Models <ul style="list-style-type: none"> Review random intercept models Introduce random slope models Discuss model building procedures Lab 3: Run and interpret random slope models 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Lab 3: Friday 5PM Article selection for critique: Beginning of class
Week 4	<ul style="list-style-type: none"> TBD 	Cross-level Interactions & Sample Size <ul style="list-style-type: none"> Review random slope models 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Lab 4: Friday 5PM

		<ul style="list-style-type: none"> • Examine cross-level interactions • Understand sample size and power in a multilevel study • Lab 4: Run and interpret models with cross-level interactions 		
Week 5	<ul style="list-style-type: none"> • TBD 	<p>Other Multilevel Models</p> <ul style="list-style-type: none"> • Identify the general distinctions between different types of multilevel models (e.g., Generalized Estimating Equations (GEE)) • Introduce how to use multilevel models for repeated measures analysis • Introduce 3-level models • Lab 5: Run and interpret a repeated measures model 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Lab 5: Friday 5PM • Article critique: Beginning of class

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 9/22/2015)

REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. General Instructions:

- a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) **by e-mail** to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.
- b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.
- c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. Review based on the following (check all which apply):

- | | |
|---|---|
| <input checked="" type="checkbox"/> New course, not previously approved | <input type="checkbox"/> Course modification (major) |
| <input type="checkbox"/> Course title change | <input type="checkbox"/> Special topics course content |
| <input type="checkbox"/> Cross-listing only | <input type="checkbox"/> Pitt Public Health Core Course |
| (Specify academic unit & course number): _____ | <input type="checkbox"/> Practicum, internship, field placement |

3. Course designation:

Course Number _____ Title Project Management in Public Health Credits 1.5

4. Cross-listing:

If you want to cross-list this course in any other Pitt Public Health department or any other school of the University, specify which department(s) and School(s) and provide brief justification.

N/A

5. Course Instructors:

(Indicate type of Pitt Public Health faculty appointment,* and percentage of total course time/effort anticipated. For any instructor who does not hold a Pitt Public Health faculty appointment, indicate her/his title and affiliation.)

- a. Principal instructor: Angela Lucente-Prokop, MPM, PMP

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.

b. Co-instructors (if any):

6. **Statement of the course for *Course Inventory*.** Include purpose of course; summary of prerequisites, if any; general course content; and method of conducting course (e.g., lecture, laboratory, field work, etc.).

The purpose of the course is to prepare students to effectively manage a range of public health projects. The course is lecture/discussion/laboratory/application based. Project management software is used including Microsoft Project and Visio. Industry standard body of knowledge is the foundation of the course further illustrated with case studies and examples. There are no pre-requisite courses or software skills.

7. **Student enrollment criteria/restrictions:**

- a. Indicate any maximum or minimum number of students and provide justification for this limitation.
25 students as a maximum
- b. If admission is by permission of instructor, state criteria to be applied.
N/A
- c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.
N/A

8. **Course schedule and allocation of hours:**

- a. Number of course hours per session 1.5 Sessions per week 2 Weeks per academic term 8
- b. Approximate allocation of class time (hours or %) among instructional activities:
Lectures 50% Seminars _____ Recitations _____ Field work _____ Laboratory 25%
Other (specify): In Class Hands On Activity 25%
- c. Term(s) course will be offered: Fall Spring _____ Summer Term _____ Summer Session _____

9. **Grading of student performance:**

Indicate the grading system to be used (A, B, C, etc.; H, S, U); provide statement justifying use of system other than letter grade. The ABC grading system will be used.

10. **On-line course delivery:**

Indicate the extent to which you will be using on-line instructional methods in teaching this course by checking all of the options below which apply:

I plan to use the course management aspects of CourseWeb/ Blackboard (or equivalent), e.g., grade book, announcements.

I plan to use the interactive features of CourseWeb/Blackboard (or equivalent), e.g., discussion board, etc.

I have designed the course for remote (off-site) learning with little/no classroom attendance required.

___ I do not plan to use on-line instruction methods for this course (briefly explain)

11. **Relevance of course to academic programs and curricula:**

- a. Describe how this course contributes to learning objectives specified for the curriculum of one or more Pitt Public Health degree or certificate programs. Indicate whether course is required for any specified degree or certificate.

The course is an elective which will enhance any Graduate School of Public Health certificate or degree program of study. Additionally, the course is aligned with the Department of Behavioral and Community Health Sciences transition to a more skills based curriculum.

- b. Describe how this course addresses public health issues involving diversity (gender, race, ethnicity, culture, disability, or family status).

The course meets teaches project management skills to address public health issues for all groups.

12. **Signature and date of principal faculty member (include department/program) making request:**

Name/Title:

Angela Locantore RPh
VP EHealth

Date:

3/24/17
3/24/17

13. **Signature and date of endorsement of department chairperson:**

Name/Title:

Henry G. Albert, Professor + Chair, BCHS

Date:

3/24/17

14. (For cross-listing only)

Signature and date of endorsement of department chairperson:

Name/Title: _____

Date: _____

**Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(11/19/2013)**

SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES

Addendum to REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES FORM

*Objective to assist faculty to ensure syllabus contains the required and necessary elements
to provide students with clear expectations of the course.*

NOTE: * indicates a required element of the syllabus. If N/A is checked or this element is not included
complete the information detailed on page two for all instances.

Syllabus Area	Recommended Detail * Required	Included in Your Syllabus?					
Heading	Course Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Title*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Meeting Time/Day of Week*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Classroom Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Faculty Information	Office Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Office Hours*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Phone Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Email Address*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Philosophy	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Assistant Contact	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
Student Expectations in Classroom	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recording of Lectures	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Course Summary	Course Description*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Learning Objectives*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Materials	Required Textbooks/ Articles/Readings	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Software	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Equipment (including use of CourseWeb/Blackboard)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recommended Material	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Availability of Software for	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>

	Purchase and/or Use					
Evaluation	Grading Scale*	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>		
	Grading Criteria/Rubric	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>		
	Late Assignment Policy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>		
Accommodation of Students with Disabilities	Pitt Public Health Statement*	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>		
		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>		
Academic Integrity Policy Schedule	Pitt Public Health Statement*					
	Topics by Session*	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>		
	Reading and Written Assignments by Session*	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>		
	Learning Objectives by Session	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>		
	Test Dates	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>		
Additional Resources	Health Sciences Library Liaison Contact Information	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>		
	Writing Center Contact (if course is writing intensive)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>		

Required Information Not Included

List the Required Detail Not Included

Reason for Not Including

Teaching Assistant Contact Information	There is no planned teaching assistant
Test Dates	Learning assessments will be in the form of assignments and a comprehensive final project and presentation. There are not planned exams.
Health Sciences Library Liaison Contact Information	There is no research requirement and online sources are provided using a link to University of Pittsburgh online library.
Writing Center Contact	This is not a writing intensive course.

**Proposed Syllabus BCHS [Course #]
Graduate School of Public Health
Department of Behavioral and Community Health Sciences
Project Management in Public Health (1.5 cr.)
Fall 2017**

Logistics/Contact Information

Angela Lucente-Prokop, MPM, PMP®

AFL15@pitt.edu

Office hours: location, day, time

Class location: location, days, time

Course Description

Project Management in Public Health is an introductory course in project management for graduate students. Public Health applications are illustrated throughout the course including discussion and examples of frequently encountered public health projects. Project examples to be discussed will include new program development, proposal or manuscript development, program implementation, scaling a pilot to larger implementation, research projects and program evaluation. The skills and tools gained in this course can be immediately applied in graduate school and throughout your professional career.

Learning Objectives

Upon completion of this course students will have the skills necessary to

1. Manage projects using industry standard processes, tools and best practices
2. Use Microsoft Visio and Microsoft Project software to create popular project management tools such as Gantt charts, Work Breakdown Structures, timelines and project plans
3. Develop essential project documents such as charters, responsibility (RACI) matrices, communication plans, risk plans and status reports
4. Practice adapting project management tools and processes to align with the culture of your organization while still focusing on the triple constraints of scope, time, cost and quality

Additionally, students will complete a final project which can be added to your professional portfolio and shared in job interviews.

Teaching Philosophy

I am committed to creating collaborative learning and work environments where talented people can share their knowledge, experience, insights and create greater value through the coordinated effort of teams. I believe project management skills add value in almost every context. I will explain, model and illustrate the theory, practice and skills of a project manager. My goal is for the course to be fun, challenging, interactive and immediately applicable. The skills that you learn in this course will be deepened over time with experience.

I planned sessions around learning objectives, organized content to be conceptually related. I illustrate needs and applications that graduate students will experience in the field and provide opportunity for hands on application. Activities vary with a range of individual, small group and

large group exercises. We will engage written materials, technology, case studies, guest speakers and peer presentations.

Required Textbooks, Articles & Readings

The recommended text for the course is the Fast Forward MBA in Project Management by Eric Verzuh, 5th Edition. It is available online for less than \$20. This book and many other project management books are accessible through your University of Pittsburgh student library privileges at www.library.pitt.edu/safari-tech-books-online. The reading schedule included in the session descriptions later in the syllabus.

Optional Supplemental Reading

Optional books that may be especially useful include Microsoft Project Step-by-Step 2016, PMBOK 5th Edition, January 2013, and Project Management Communications Bible 2008 by Dow & Taylor. These texts are also accessible at no additional cost through your University of Pittsburgh student library privileges at www.library.pitt.edu/safari-tech-books-online.

CourseWeb/BlackBoard Instruction

CourseWeb/BlackBoard will be used to post the syllabus and all course materials. Students are expected to download reading or course materials, submit assignments, obtain grades and check for announcements or updates using CourseWeb/BlackBoard.

The discussion board is available and optional for use and will be monitored by the instructor. The instructor will make every effort to check the discussion board daily. If at any time, you do not receive a response within 24 hours of posting to the discussion board, you are encouraged to send an email communication to the instructor. Students are also invited and encouraged to respond to each other.

Required Software & Optional Use of Lynda Supplemental Training

Students will receive an introduction to Microsoft Project and Visio and will have opportunity to use both of these tools for assignments and the final project. Our use will be introductory in nature but recommendations will be provided for future ongoing study and practice for anyone interested. Please note that MS Project & Visio do not appear to be available from the University Software download service. Microsoft Visio and Microsoft Project are available for use in the university computing labs.

We will spend three sessions in the computer lab which is sufficient for basic introductions and the assignments. It is highly recommended that you do not miss these sessions. Additionally, University of Pittsburgh students are entitled to access the Lynda technology training application which includes tutorials on both Microsoft Project and Visio should you wish to advance your capabilities with this software beyond what is required for this course.

For those who are considering project management certification you may also take PMI approved project management trainings on the Lynda application and print completion certificates which can be submitted and counted towards certification baseline education requirements. This is a great value since they are included in your Lynda access through your University of Pittsburgh student account. Project management training and CEUs otherwise generally come at a cost and a less convenient schedule.

Class Expectations & Important Reminder

The class will meet twice weekly for 1.5 hours per session. Students are expected to come prepared by completing assigned readings in advance. Please keep in mind that the course includes a lot of new terminology and will move at a rapid pace.

This is a highly relevant and practical skill set that you will use throughout your career. To obtain the most value from the course it is advisable to select and approve your project during the first week and to make every effort to keep pace with the course. Please take advantage of office hours or scheduled appointments and consultations as needed. As in the real world of project management, proactive planning, completing deliverables on time and communication are critical to achieving your goals.

If you must take a call or check a device then step out of the classroom so that you do not interrupt or distract the learning of others. Similarly, computers should only be used for class related activity. Classes may not be recorded without advance request and approval of the instructor.

Grading Scale

The following scale will be used to assign course grades. Rubrics will be posted to CourseWeb/Blackboard for all assignments including the final project. Participation points are accrued at a rate of 1.5 points for each of twelve sessions with an extra 2 points for peer feedback (written/verbal) in session 12 in response to final projects presentations.

<i>Description</i>	<i>100 Total Course Points</i>
Participation	20
Assignments	50
Final Project & Presentation	30

<i>Scale</i>	<i>Course Grade</i>
90-100%	A
80-89%	B
70-79%	C
60-69%	D
<60%	F

Student Performance Evaluation (Factors and Weights)

Performance evaluation will be based on class participation, 4 assignments and a final project. The four assignments will be incorporated in the final project. Therefore, assignments will be scored and feedback provided the week following the submission so that students can incorporate feedback into any revisions that become part of the final project. Late assignments will result in 10% less possible points per week late. Assignments will not be accepted over 2 weeks late except in extraordinary documented circumstances. The assignment and the final project are due by 11:59:59pm of the due date.

Class Participation (20%)

Active participation in class enhances the learning experience for everyone. Students are expected to participate and to be considerate of others ability to participate. So please be actively engaged in listening, asking questions and sharing insights and experiences, while also being

mindful of the agenda and providing ample opportunity for others to share as well. Kindly be fully present for all sessions.

Assignments (50%)

There are four assignments. Assignments are selected to apply new skills and will build towards the completion of a final project. The course is designed such that group work in class will help to illustrate newly presented material and provide an opportunity to practice and clarify before applying independently within the context of an assignment.

Final Project (30%)

Students will select a public health project that will be iteratively developed over the six-week course. The project topic will be selected by the student and approved by the instructor to help ensure feasibility and a rewarding experience. Students may choose an actual project they are currently involved in or were recently a part of. This will provide an interesting and substantive context and background knowledge to apply newly acquired project management knowledge, skills and techniques. Applying the perspective, knowledge base, tools and techniques of the project manager is the unique value to the final project experience. Please see the instructor if you do not have a project idea in mind and a case study will be provided.

Project Management Certification & Career Information Session (OPTIONAL)

One extra session will be offered for students who may be interested in project management certification or wish to hear from professionals that are using these skills in their career. The session will include information on certification, requirements, study aids, and practical insights from professionals who have successfully achieved certification and have experience in the field of project management. The session will also include open discussion time where students can pose any question. This session and its associated reading are completely optional.

Accommodation for Students with Disabilities

If you have any disability for which you may require accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union (412-648-7890) during the first two weeks of the term.

Academic Integrity Statement

All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The GSPH policy on academic integrity, approved by EPCC on 10/14/08 is based on the University policy available online at <http://www.publichealth.pitt.edu/interior.php?pageID=126>. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from GSPH.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the GSPH

Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student's graduation. If the case is referred to the GSPH Academic Integrity Hearing Board, a record will remain in the student's permanent file.

Diversity Statement

The University of Pittsburgh Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others.

Schedule of Sessions & Assignments

The class will meet twice weekly for 1.5 hours per session. Students are expected to come prepared by completing assigned readings in advance.

Week & Session Learning Objectives <i>Deliverables Due</i>	Knowledge Base: Lecture & Readings *Resources, Tools & Technology <i>Hands-On Activity</i>	Reading Preparation <i>Assignment</i>
<p>Session 1 (Week 1) Date</p> <p>As a result of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Define what constitutes a project and differentiate between a project and a process or program 2. Identify the triple constraints 3. Describe the roles and competencies of the project manager 4. Describe other key roles on the project team 5. Describe the typical project lifecycle and major activities within each phase 6. Acquire practical skills for evaluating project opportunities and selecting projects 7. Acquire tools and resources to apply in this course and in future projects 	<p>Introduction to Project Management & <u>Project Selection Phase</u></p> <p>Special Topic: Right-Sizing Project Management for your organization and setting. We will revisit this concept periodically throughout the course.</p> <p>*Project Selection Matrix</p> <p><i>Big Group Discussion: Project Selection First Day Closing Q & A</i></p>	<p>Chapter 1 (Project Management pgs. 2-10) & Chapter 2 (Project Management Environment pgs. 12-30)</p> <p>Introduce the opportunity for an Optional Information Session (Session 13) and explore interest.</p>
<p>Session 2 Date</p> <p>As a result of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Assess the culture and systems of organizations 2. Identify organizational assets 3. Develop a project scope statement 4. Identify and analyze project requirements and risks 5. Create measurable project objectives 	<p><u>Project Initiation</u> Culture, Systems, Organizational Assets Business Case, Requirements & Risks, Measurable Objectives, Stakeholder Analysis</p> <p>*Project Roster *RACI Matrix</p>	<p>CDC Writing SMART Objectives Chapter 3 (Stakeholders pgs. 36-44) Chapter 4 (Making the Rules pgs. 46-67)</p> <p><i>Introduce Assignment #1 (DRAFT Project Charter & Activity List)</i></p>

Week & Session Learning Objectives <i>Deliverables Due</i>	Knowledge Base: Lecture & Readings *Resources, Tools & Technology <i>Hands-On Activity</i>	Reading Preparation <i>Assignment</i>
6. Identify and analyze stakeholders 7. Complete a matrix of responsibilities by role 8. Develop a project charter	*Project Charter <i>Big-Group Discussion: Drafting the Project Charter & Using Measurable Objectives</i> <i>Small Group Activity: Partially complete sample charter handout which includes using measurable objectives in groups of 3.</i>	
Session 3 (Week 2) Date 1. Obtain insights from public health professionals 2. Hear about professional’s experiences, successes and lessons learning in launching projects especially in stakeholder analysis and engagement and the use of project charters. 3. Opportunity to ask questions and obtain tips and tools	<u>Recap on Project Initiation</u> *Project Charter Checklist & Example *Stakeholder Analysis & RACI Example <i>Guest Speaker Discussions: Planned share with Q&A</i>	Illustrative Article (TBD)
Session 4 Date 1. Identify key stages of team development 2. Prepare for common challenges 3. Brainstorm communication needs 4. Practice stakeholder analysis 5. Adapt stakeholder engagement and communication strategies for virtual teams 6. Share favorite technology tools <i>Assignment #1 Due (DRAFT Project Charter & Activity List)</i>	<u>Project Planning Phase</u> Team Development, Managing-High Performing Teams & Communications *Meeting Checklist *Sample Communications Plan <i>Big Group Discussion: Special Topic on Meeting Management & Virtual Teams</i> <i>Small Group Activity: Stakeholder</i>	Chapter 10 (Building High-Performing Teams pgs. 232-270) Chapter 11 (Communications pgs. 272-289) <i>Introduce Assignment #2 (DRAFT Communication Plan)</i>

Week & Session Learning Objectives <i>Deliverables Due</i>	Knowledge Base: Lecture & Readings *Resources, Tools & Technology <i>Hands-On Activity</i>	Reading Preparation Assignment
	<i>Analysis & Communications</i> <i>Brainstorming in Pairs</i>	
Session 5 Date As a result of this lesson students will be able to: <ol style="list-style-type: none"> 1. Proactively identify risks 2. Develop risk management plans and engage project management teams in risk ownership and next steps <i>Assignment #2 Due (DRAFT Communications Plan)</i>	<u>Project Planning Phase</u> Identifying, Preventing & Managing Risks *Risk Management Checklist *Sample Risk Management Plan <i>Small Group Activity: Risk ID & Mgmt</i> <i>Brainstorming in Pairs</i>	Chapter 5 (Risk Management pgs. 85-107) <i>Introduce Assignment #3</i> <i>(DRAFT WBS & Gantt Chart)</i>
Session 6 (Week 3) Date As a result of this lesson students will be able to: <ol style="list-style-type: none"> 1. Develop and communicate Work Breakdown Structures 2. Leverage best practices in facilitating project teams and subject matter experts in expanding work packages into specific activities which will later be included in the project plan 	Creating a Work Breakdown Structure Lecture & Demonstration *WBS Tip Sheet *Sample WBS <i>Big Group WBS Case Study Discussion</i> <i>Breakouts & Paired or Small Group WBS</i> <i>Report Out & Discussion</i>	Chapter 6 (Work Breakdown Structure pgs. 113-130) Case Study (1-pg) <i>Reminder Next 3 Sessions in Computer Lab</i> Room #, Building
Session 7 Date COMPUTER LAB, Room#, Building As a result of this lesson students will be able to use Microsoft	<u>Project Planning using Technology</u> <i>Microsoft Visio Group Tutorial & Demonstration</i>	Lab Guide (Microsoft Visio) which includes Demonstration/Tutorial Steps and Screenshots plus tips for Assignment 3.

Week & Session Learning Objectives <i>Deliverables Due</i>	Knowledge Base: Lecture & Readings *Resources, Tools & Technology <i>Hands-On Activity</i>	Reading Preparation Assignment
Visio to create a 1) Work Breakdown Structure, 2) Gantt Chart & 3) Timeline. Note: Timelines are optional for the final project but a quick skill to pick up and apply in future project work.	<i>Lab time for students to begin drafting their own version of a WBS and Gantt Chart for Assignment 2 & the final project.</i>	<i>Introduce Assignment #4 (DRAFT Project Plan)</i>
Session 8 (Week 4) Date COMPUTER LAB, Room#, Building As a result of this lesson students will be able to 1. Use Microsoft Project to create a basic project plan and timeline.	<u>Project Planning using Technology</u> <i>Microsoft Project Group Tutorial & Demonstration</i> <i>Lab time for students to begin drafting their own version of a MS Project Plan for Assignment 3 and the final project.</i>	Chapter 7 (Realistic Scheduling pgs. 131-162) Lab Guide (Microsoft Project) which includes Demonstration/Tutorial Steps and Screenshots plus tips for Assignment 3.
Session 9 Date COMPUTER LAB, Room#, Building Students will have an extra lab session to complete WBS, Gantt Chart and Project Plans with technical assistance available. Project Timeline is optional in the final project.	<u>Project Planning using Technology</u> <i>FAQ Demonstration & Technical Assistance</i> <i>Lab time for students to complete deliverables for Assignment 2 & 3 which will also be included in the final project.</i>	FAQ Documentation & Troubleshooting Tip Sheet Preliminary Count of Participants in Optional Information Session & Any specific interests

Week & Session Learning Objectives <i>Deliverables Due</i>	Knowledge Base: Lecture & Readings *Resources, Tools & Technology <i>Hands-On Activity</i>	Reading Preparation <i>Assignment</i>
Session 10 (Week 5) Date As a result of this lesson students will be able to: <ol style="list-style-type: none"> 1. Apply basic measurement methods for reporting progress on cost, time, scope and quality. 2. Be familiar with additional methods commonly used that will not be covered in this class 3. Know how to use issue logs 4. Gather status from team members 5. Monitor and report on project status and issues 6. Facilitate approval of interim project deliverables <i>Deliverables: Assignment #3 Due (DRAFT WBS & Gantt Chart)</i>	<u>Project Execution, Monitoring & Control</u> Executing and Monitoring Project Execution. Controlling project efforts. Measuring and reporting on project progress. Virtual team meetings and reporting will be revisited as well. *Project Measurement Methods *Project Status Reports <i>Small Group Exercise on Measuring Progress & Reporting Results</i> <i>Big -Group Discussion on “Scenarios Frequently Encountered in the Execution, Monitoring & Control Phase”</i>	Chapter 10 Teamwork (optional refresh as time permits, this was previously assigned but we will draw upon this material today) Chapter 12 (Measuring Progress pgs. 305-322) Scenarios for Group Discussion
Session 11 Date As a result of this lesson students will be able to: <ol style="list-style-type: none"> 1. Conduct audits of risk areas using project 2. Manage and control changes to the project scope using standard tools and processes 3. Use common project issue and change management tools 4. “Right-size” project tools and techniques for your organization and environment <i>Deliverables: Assignment #4 Due (DRAFT MS Project Plan)</i>	Project Risk Management Risk Audits and Change Control, Issue Reporting and Monitoring *Issue Log *Sample Change Management Plan *Sample Change Request	Supplemental Risk Management Article or Case Study

Week & Session Learning Objectives <i>Deliverables Due</i>	Knowledge Base: Lecture & Readings *Resources, Tools & Technology <i>Hands-On Activity</i>	Reading Preparation <i>Assignment</i>
Session 12 (Week 6) Date As a result of this lesson students will be able to: <ol style="list-style-type: none"> 1. Monitor project quality to requirements 2. Avoid conflict and when necessary be familiar with tools and techniques to resolve conflict 3. Aware of common project problems 4. Familiarity with options and methods to diagnose, troubleshoot and resolve 	<u>Project Execution, Monitoring & Control</u> Managing Quality, Resolving Conflict & Solving Common Problems <i>Big Group Case Introduction</i> <i>Small Group Discussion & Report Out</i> Review Final Project Requirements, Discussion and Questions	Chapter 14: Solving Common Project Problems Supplemental Reading on Project Quality Management
Session 13 Date As a result of this lesson students will be able to: <ol style="list-style-type: none"> 1. Plan project closing and lessons learned meeting 2. Facilitate project closing and lessons learned meeting 3. Develop a project closing report <i>Deliverables:</i> <i>Final Project Paper & Presentations Slides Due</i>	<u>Project Closing & Lessons Learned</u> Summarize Project Closing & Lessons Learned & Introduce Simulation Exercise <i>Simulate Project Closing & Lessons Learned Meeting</i> *Sample Project Closing Report <i>Final Project & General Questions</i> <i>Review Presentation Plan for Session 12</i>	Project Closing & Lessons Learned Reading Facilitation Tips & Resources Project Closing & Lessons Learned Checklist Introduce Presentation Feedback Activity using Presentation Evaluation Form

Week & Session Learning Objectives <i>Deliverables Due</i>	Knowledge Base: Lecture & Readings *Resources, Tools & Technology <i>Hands-On Activity</i>	Reading Preparation <i>Assignment</i>
<p>Session 14 Date</p> <p>As a result of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Apply project management knowledge and skills 2. Practice presenting from a project management perspective 3. Identify best practices from peer presentations 4. Practice providing feedback <p><i>Deliverables:</i> <i>Conduct Final Project Presentations</i> <i>Completed Peer Review Feedback Forms</i></p>	Final Project Presentations	Presentation Evaluation Form Giving & Receiving Feedback Reading Confirm number of participants for panel awareness and refreshments
<p>Session 15 Date</p> <p>As a result of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Apply project management knowledge and skills 2. Practice presenting from a project management perspective 3. Identify best practices from peer presentations 4. Practice providing feedback <p><i>Deliverables:</i> <i>Conduct Final Project Presentations</i> <i>Completed Peer Review Feedback Forms</i></p>	Final Project Presentations	Presentation Evaluation Form Giving & Receiving Feedback Reading Confirm number of participants for panel awareness and refreshments
<p>Session 16 Optional Information Session Date</p> <ol style="list-style-type: none"> 1. Review the costs and benefits of certification 2. Obtain helpful tips on documenting your project experience so that you are ready to efficiently complete the online application 	Refreshments will be provided Certification Information Session- Insights from PMPs Costs and benefits of certification	CAPM and PMP Certification Handbook Study Tip Sheet

Week & Session Learning Objectives <i>Deliverables Due</i>	Knowledge Base: Lecture & Readings *Resources, Tools & Technology <i>Hands-On Activity</i>	Reading Preparation <i>Assignment</i>
3. Lessons learned from successful PMP exam takers on preparing for the certification exam 4. Learn about “Life after Certification” and obtain career insights and open discussion with experienced project managers	Documenting project experience Completing the application Studying for the exam <i>Panel Discussion/ Q&A</i>	

Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | March 2, 2017

Present: Cindy Bryce, Yue Chen, Mary Derkach, Ying Ding, Patricia Documet, Julia Driessen, Jim Fabisiak, David Finegold, Nancy Glynn, Robin Leaf, Sarah Minion, and John Shaffer

The meeting was called to order at 1:33pm by Dr. Patricia Documet, Chair.

MPH Committee Update

Dr. Martha Terry attending the meeting to provide an update on the MPH committee's progress over the past quarter. The MPH committee is comprised of the MPH program directors, core course instructors, students, and ex-officio members. She noted that there were three major updates from the committee.

- The committee is moving forward with the standardization of MPH practicum forms however, the project is on hold as higher priority projects now need to be completed. Robin is assisting the committee and will move forward with the implementation and standardization of the forms when possible.
- Last spring the committee drafted a school-wide policy on the timing and process surrounding master's essays and thesis. Specifically, this policy notes when master's committee members are to be asked to serve on committees by students and notes the timeline of when the committee members are to receive drafts of essays/ thesis for review. She reminded the EPCC committee members that they should go back to their departments to inform and remind, if necessary, their departmental faculty and students of this policy. The committee requested to view the policy. Robin sent the policy to the EPCC members during the meeting. Nancy Glynn, EPIDEM representative, noted that in the MPH handbook this policy is noted along with further details. She will be sending this section of the handbook to Robin to share with the committee.
- The committee has also been reviewing the new CEPH MPH competencies to decide how to divide them up across the core courses, departmental courses, and deciding at what level the competency will be covered in an overview type course, capstone/ ending course, or pushed to a departmental course. These new competencies are for the MPH program overall, and each department must in addition have five specific departmental level competencies. All of these competencies are coming from CEPH now; they will no longer come from ASPPH. At the March MPH meeting the committee will review what competencies would fit best into an overview type course, capstone type course, and other courses.

ACTION: Dr. Terry will visit the committee again in next three to four months to provide further updates on the committee's progress and initiatives.

Course Modification Re-Visit EPIDEM 2610 *Molecular epidemiology – tools and techniques*

Dr. Jennifer Adibi and Dr. Alison Kuipers attending the meeting to provide a revised syllabus and to update the committee on the revisions made to the course's learning objectives. Jennifer also noted that she reached out to a few individuals to assist with covering the epidemiology genetic component of the course. She was able to connect with Dr. Jeremy Martinson from IDM, who will be covering the content in three lectures. She noted that he is a great selection as the students will already know him and he is a fantastic teacher. Jennifer also provided some feedback from the department in that they are excited about this course and that it is a course that has been needed in the curriculum. The learning objectives are improved and they are now measurable. Jennifer and Alison both stated that they were happy to have gone through this exercise.

ACTION: The committee voted to approve this course. The letter to the committee will include a note to ensure that the facilities are viable in the Parran Lab Annex for the course.

HUGEN bulk course description update

Dr. John Shaffer from HUGEN presented the committee with a bulk course description update for HUGEN courses. The HUGEN curriculum committee requested the instructors to review the descriptions. HUGEN completed the EPCC table. The changes compiled are fairly minor updates to the course description. A lot of descriptions were simplified. John stated that one of the major issues was that the course descriptions were written by individuals who no longer teach the class.

ACTION: approved.

Updates from the Associate Dean for Education, Robin Leaf for Eleanor Feingold/ Jessie Burke

Robin reported that BIOST 2011 will not be moving back to the fall semester.

Follow-up from February Council Meeting, Patricia Documet and Robin Leaf

Patricia informed the committee that she reported to Council at the February meeting the research and data that was reviewed at the last EPCC meeting. As well as the committee's decision to keep the GRE policy as is. The Dean was pleased to hear of these details and requested a one page summary of the literature review and list of GRE requirements from other ASPPH member schools.

ACTION: Patricia will work on this for the Dean.

Update on EPCC Web Form

Robin Leaf reported that the Web form project is still on the list of tasks to complete in collaboration with the Dean's Office IT team. There have been other high priority IT projects and staff vacancies and leaves. It was noted that the form will now need to be able to handle the bulk course description updates.

ACTION: Robin will re-initiate this project with the IT team and keep the EPCC updated as it progresses.

Course Modification HPM 2055 *Health Systems Engineering Seminar*

Wes Rohrer, HPM, and Barry Ross, HPM adjunct faculty, presented the course modification. This class is a core course in the HSE certificate program, which was developed by a partnership with the Swanson School of Engineering. The idea was to bring in Industrial Engineering students to the department, and involve the MHA students. The course focuses on process engineering and health systems design issues. The certificate has had an uneven development in the program due to the change in faculty in Industrial Engineering. Mr. Ross holds an appointment in both schools. Early on this course was a non-credit seminar and was included in the certificate program. It is an integral part of the program as it highlights new trends and issues, as well as recruits new students for the program. The department decided last year that the course needed to be increased to one credit. The course will continue to keep current with the field and Mr. Ross will select outside speakers and new topics to integrate into the class. The committee requested that the learning objectives be revised to be active and to be based upon Bloom's Taxonomy, and to submit a list, for informational purposes of the committee, of the frequent guest lectures and a mini bio of each guest lecturer. The committee also noted that an increase in the overall credit requirement for the certificate program could decrease the overall certificate enrollment.

Action: The committee approved the course with the changes to be made to modify the learning objectives, and to send a more detailed and to circulate to the committee.

Approval of February Meeting Minutes

The February meeting minutes were accidentally left out of the PDF packet. The committee will vote on the minutes via e-mail.

Update: The February meeting minutes were approved after the meeting via e-mail vote.

The original April meeting date of Thursday, April 6 was re-scheduled for March 30 (1:30-3:30pm), due to the conflict with a Dean's Day poster session. The room for 3/30 will be sent once a room is reserved.

The committee discussed the summer meeting schedule and decided upon the following dates:

May 4 (this date was already set),

June 1,

June 29 (for July meeting),

August 3.

The time remains the same for the meetings as 1:30-3:30pm.

The room(s) for the meetings will be sent out once reservations are confirmed.

If a meeting over the summer can be cancelled, due to lack of time sensitive proposals or urgent matters for the committee's review, it will be and advance notice will be provided.

The meeting was adjourned at 3:14pm.